

# District Mentoring Plan: Components of Novice Teacher Training



## RESOURCE 1: Orientation to School Procedures

1. Suggestions for the first day and week with students
2. Attendance procedures, roll book, and lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small-group practices and suggestions
5. Office referral forms for nurse, discipline, parent pick-up, *etc.*
6. Suggestions for classroom management
7. Answering questions from parents or the press
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handing out textbooks and other materials
11. Special Education, especially regarding inclusion
12. Faculty and student handbooks
13. Health-alert list
14. Back-to-School Night
15. Parent conferences and communication logs
16. Emergency exits and areas to bring students for fire drills, *etc.*
17. Field trip guidelines and procedures
18. Student records and confidentiality
19. Grading, interim, and report card procedures and dates
20. Using new or unapproved curriculum materials and controversial topics

5  
five

*Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors* (p. 8), by Montclair School District, NJ. Used with permission.



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### RESOURCE 2: Sample Novice Teacher Self-Assessment Inventory

In the areas below, please indicate the response for each item that best matches your concern/need level. Use this inventory with your mentor to determine some areas for support, identify resources, and set learning goals.

1. I am really anxious about this.
2. I'm okay, but it would be good to talk about this.
3. I've got this under control, at least for now.

#### Information about Policy and Procedures

- ☐ The teacher-evaluation system
- ☐ Paperwork and deadlines
- ☐ Expectations of the principal
- ☐ Expectations of my colleagues
- ☐ Communicating with parents
- ☐ Standardized tests

#### Accessing Resources

- ☐ Organizing/setting up my classroom
- ☐ Accessing instructional materials and resources
- ☐ Arranging field trips
- ☐ Ordering materials
- ☐ Using the library and media resources
- ☐ Working with special services

#### Working with Students

- ☐ Establishing classroom routines
- ☐ Motivating reluctant learners
- ☐ Maintaining student discipline
- ☐ Assessing student needs
- ☐ Differentiating instruction for individual learners
- ☐ Implementing the curriculum
- ☐ Evaluating student progress

#### Managing Time

- ☐ Organizing my day/week
- ☐ Lesson planning
- ☐ Following the daily/weekly schedule
- ☐ Attending meetings
- ☐ Supervising extracurricular activities
- ☐ Opportunity for professional development
- ☐ Maintaining personal/professional balance

Consideration for our mentor/novice teacher relationship:

Other areas I'd like to address:

*Source:* Adapted from *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* (p.119), by L. Lipton, B. Wellman, & C. Humbard, 2003, Sherman, CT: MiraVia, LLC. Used with permission. For additional information go to [www.miravia.com](http://www.miravia.com).